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A Comparative Study of the Effects of the Rhetorical Approach and the Grammatical Approach in the Teaching of English Composition at Woodridge High School.

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A program of new approaches to teaching composition, funded under an ESEA Title 3 grant, led English teachers at Woodridge High School, Peninsula, Ohio, to test two theories: (1) that no significant difference in writing skills would exist between students exposed to the traditional, formal grammar course and those taught composition through the examination and imitation of writing models, and (2) that students would increase their ability in other English-related areas by using the time previously spent on formal grammar. The principal test instruments--student questionnaires and the Iowa Tests of Educational Development--were administered to over 400 students in grades 9-12. Results from the evaluation conditionally verified the two original hypotheses and indicated that the new composition course based on a rhetorical approach was more effective than the previous grammatical approach. (LH)

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LANGUAGE ARTS PROGRAM

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PROJECTS TO ADVANCE CREATIVITY IN EDUCATION

TITLE: A COMPARATIVE STUDY OF THE EFFECTS OF THE RHETORICAL APPROACH AND THE GRAMMATICAL APPROACH IN THE TEACHING OF ENGLISH COMPOSITION AT WOODRIDGE HIGH SCHOOL

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DATE: December, 1967

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PREFACE

Throughout this study, mention of the "new English program" will be made many times. The new program is a Title III, ESEA, innovative language arts program. Being innovative carries the responsibility of producing curriculum materials. These materials could not be referred to in any depth at all in the present study, however a great deal of this course material is available upon request from the Boston-Northampton Language Arts Program, 4440 Quick Road, Peninsula, Ohio 44264.

This material will aid in understanding and supplementing the present study: an inquiry into the value of the language arts program in general, with particular emphasis on the composition course of the ninth grade.

The work presented or reported herein was performed pursuant to a Grant from the U.S. Office of Education, Department of Health, Education, and Welfare.

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INTRODUCTION

A few years ago the language arts faculty at Woodridge High School began to examine their English Curriculum. There were many reasons for the study, most of which boiled down to one main problem--stagnancy. The teachers felt great and significant changes must be made in the study of English. They felt student needs and interests were not being met and taken care of, but instead complete reliance on so-called "time-honored practices" was maintained. After some research of their own plus honest evaluations of the curriculum program they were then involved in, the teachers decided to make vast changes in their curriculum and methods.

With the problems and needs well in mind, James Wilsford, head of the Woodridge High English Department, set out to write a proposal for a comprehensive language arts program under Title III of the Elementary and Secondary Education Act of 1965.[1] The proposal was accepted and was put in to motion completely in the school year beginning September, 1966 (see abstract in the Appendix). This proposal brought with it wide and varied changes in curriculum and methods from kindergarten through twelfth grade. With these many changes came a need for evaluation through various ways. It was decided that yearly evaluations would be made in the three year innovative program. However, these evaluations would be concerned with a general overall consensus of the entire program. Because the language arts program employed many changes in established curriculum, it was necessary to evaluate particular changes in the overall program which could not be done in the general evaluation each year. This report deals with the composition course in the high school along with the major change in that course of study--elimination of a formal grammar course. It was felt that a major change such as this deemed careful study to insure that the decision made was a worthy one.

I. Definition of Terms

Before proceeding further into the report, terminology important to this study will be defined. Many of these terms may be interpreted differently; therefore, to be on a common ground is very necessary.

First of all, the term "grammar" is defined as the law of language.

The term "formal grammar course" is defined as the analytical and logical study of the law of the language in an organized step-by-step manner.

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[1]This proposal is available in its entirety at Woodridge High School, Peninsula, Ohio.

The "grammatical approach" is defined as the teaching of writing with the emphasis on learning the law of the language as the main tool in learning to write. This approach stresses all the technicalities, rules, and exceptions to rules of grammar, and rote learning of these laws with themes written here and there to determine if the knowledge of those rules is put into use. This approach to teaching writing was used before the new English program began.

"Rhetoric" is defined as oral or written composition strategy.

The "rhetorical approach" is defined as the teaching of writing by the use of models and application of writing by having students examine models written by both professional and other students, and then through examination, applying the principles involved as the teacher points them out. It is teaching composition from a preventative stance rather than from a corrective stance. Rhetorical principles--classical or modern--aid students before the act of composing. A good example of this approach in action is using Francis Christensen's Generative Rhetoric. He maintains that ideas or sentences "generate" themselves.[2] Students, after examining various models of the generative-type sentence were able to produce their own without any knowledge of the advanced grammar involved. They were applying rather than analyzing as a result of examining their language before composing. This is a main difference in the grammatical and the rhetorical approach. This method of teaching writing is now being used in the high school.

II. Statement of the Problem Along with Related Research

Within recent years, the teaching of grammar has come under fire by groups of people who feel there is little value in teaching it to improve writing. In fact, an NCTE committee reporting on research on written composition concluded:

> In view of the widespread agreement of research studies based upon many types of students and teachers, the conclusion can be stated in strong and unqualified terms: The teaching of formal grammar has a negligible or, because it usually displaces some instruction and practice in actual composition, even a harmful effect on the improvement of writing.[3]

Naturally this statement has resulted in argument because anybody who has taught grammar for years is bound to be jolted by such a statement. It is in effect, jarring the very backbone of many an English course in composition. Other methods also have found challenge.

Some teachers have insisted that writing frequently will improve one's composing skills. Again research questions this claim that writing frequently in itself will improve composition skills.[4]

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[2]Francis Christensen, Notes Toward A New Rhetoric (Harper and Row, 1967), p. 4.

[3]Richard Braddock, Richard Lloyd-Jones and Llowell Schoer, Research in Written Composition (National Council of Teachers of English, 1963), pp. 37, 38.

[4]Frank Heys, Jr., "The Theme-a-Week Assumption: A Report of an Experiment," English Journal, LI (May, 1962), pp. 320-322.

Still another traditional practice has met challenge by researchers who question the value of evaluating or correcting papers. These researchers feel this method does little in teaching writing. One such study concluded: "Intensive evaluation is seemingly no more effective than moderate evaluation in improving the quality of written composition."[5]

These previous studies, along with many others, have in various ways attacked time-honored traditional approaches to the teaching of English composition. However, it is misleading and grossly incorrect to say that we must discard these previous methods. As the specialist in language arts and director of the Commission on the English Curriculum, Robert Bennett has said:

> The goal of the English curriculum, on the other hand, is to prepare students to communicate more effectively and to respond more perceptively to language and literary experiences in the future. The past is significant but the future is vital. To reach this goal, curriculum designs must be continually evolving and flexible. They must be built on accumulated knowledge which sets the most recent innovations and studies into perspective. But the thrust of the curriculum must be into the future, where it will find its meaning in the lives of people entering the twenty-first century.[6]

Bennett's statement sums up English instruction as it exists today. That it is important to be flexible and open-minded can hardly be denied.

One of the most important studies which served as a basis for this present work was an inquiry by Roland J. Harris. His study was similar to the present one in that he was searching for the answer, "will the teaching of grammar as a formal study improve writing skills?"[7]

The Harris study investigated the relative teaching usefulness of what is loosely referred to as "formal grammar" and a "direct method" of instruction. Just as in the present study one group studied grammar quite intensively and scientifically; the other spent more time with the actual practice of writing. Also as in the present study, the "Non-Grammar" group, as it is called, was not completely barred from the subject but learned it in a more applied manner. As Harris termed it in his report, the Formal Grammar group followed a logically organized program of traditional grammar instruction "through the parts of speech, with stress on the function of words" and employed the traditional grammatical terminology in classroom teaching and in correcting compositions. However, the Direct Method (Non-Grammar) group used no textbook or grammatical terminology but considered the elements of "sentence building and structure" which were brought to the teacher's attention as they read the children's writing, treating common

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[5]Lois V. Arnold, "Writer's Cramp and Eyestrain - Are they Paying Off?" English Journal, LIII, (January, 1964), p. 14.

[6]Robert A. Bennett, "The English Curriculum: Out of the Past, Into the Future," The Bulletin of the National Association of Secondary School Principals. Vol. 51, No. 318, pp. 7-8

[7]Roland J. Harris, "An Experimental Inquiry into the Functions and Value of Formal Grammar in the Teaching of English, with Special Reference to the Teaching of Correct Written English to Children Aged Twelve to Fourteen." (unpublished Ph. D. dissertation, University of London, 1962), 291 p. as summarized in Braddock, Lloyd-Jones and Lowell Schoer, Research in Written Composition. pp. 70-83.

errors in the classroom and in compositions "by means of example and imitation, instead of by the abstraction and generalization of the approach through formal grammar--which did not itself, of course, exclude the use of examples." Therefore, the time not devoted to formal grammar was used for composition writing.

On tests where examinees were asked to explain what was wrong "in grammatical terms," the Formal Grammar group did much better.

On composition tests, which were not wholely graded subjectively, but included frequency counts such as: (1) the number of words per error, and (2) the number of complex or noncomplex sentences and the number of correct or incorrect sentences, the Direct Method group did better. As a result of these test procedures and many others included in his study, Harris made these conclusions:

> (1) a lack of effective tie between a relatively high grammatical score and improvement in the measured items of the essay.
>
> (2) The failure to profit from instruction in (traditional) formal grammar is thus not confined to any one educational environment or category of children.
>
> (3) It seems safe to infer that the study of English grammatical terminology had a negligible or even a relatively harmful effect upon the correctness of children's writing in the early part of the five Secondary Schools.[8]

As a result of Harris' and others studies, the real problem may be presenting itself. His tests showed that those trained well in grammar did well on grammar tests but were not able to do well in writing compositions. Those students trained to write better through practice did well on those composition papers. The question remains: is the composition teacher teaching students to become better writers or better grammarians? As a result of numerous tests it seems to follow that good writing will cause good grammar but not the reverse.

As Butterfield found in his study of the effectiveness of the grammar approach and a "thought" approach, students who were taught grammar per se learned significantly more grammar than students who were not taught grammar.[9] However he also found that punctuation taught in a direct method showed superior results without a knowledge of related grammatical elements.[10]

It seems that Butterfield's study shows two significant characteristics: (1) If a particular subject is emphasized to one group but not another we can expect the former group to show significantly higher scores than the latter group. (2) It seems other elements in writing can be taught successfully without the knowledge of related grammar elements.

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[8]Braddock, Lloyd-Jones and Lowell Schoer, Research in Written Composition, p. 37.

[9]Ibid., p. 37.

[10]Ibid., p. 37.

III. Assumptions Underlying the Hypotheses

The English teachers at Woodridge assumed that the program they were previously working under was stagnant and not keeping pace with English as it is today. In writing up the proposal for the language arts program, there was a section with the reasons for curriculum revision. Included was a statement by Alfred Harps, director of research at the Center for Applied Linguistics in Washington. He said, "As populations increased both in and out of school, interest in the classic languages declined but the grammar remained scarcely modified but following the same rules and growing increasingly ineffective."

Another assumption held was that the stress on grammar, spelling and punctuation (the mechanics of the language) placed a blockade in front of many students. Upon picking up a pen, they found themselves afraid to write, being bound by countless rules and regulations. It may be that the mechanics of writing instead of content and organization have become of prime importance to most instructors. Hayakawa, a famous linguist, drew on a significant analogy, "If you are talking to someone who intently studies the movements of your Adam's apple instead of listening to what you have to say, you will become so uncomfortable and self-conscious that you will soon find yourself stammering."[11]

Too often teachers have their own personal values as their guide to evaluation. As Hayakawa points out, "Language first of all communicates something; secondly, through idiosyncrasies of grammar, spelling, diction, or pronunciation, it reveals something about the social status of the speaker."[12]

In studying the history of the English language, one must question if there may be too much emphasis on what is right and wrong. It seems even the most honored writers and orators of both past and present ignore many of the grammar book prescriptions.

The rule of ending a sentence with a preposition was quite well questioned by Winston Churchill, who when criticized for the latter changed his sentence to read: "This is an impertinence up with which I shall not put."

It might best be concluded that there is not always a clear and identifiable distinction between right and wrong. Usage is relative in nature not absolute. Consequently, effectiveness of getting a thought across should have more priority than the demand for the ultimate in correctness.

IV. Statement of the Hypotheses and Deduced Consequences

After examining research in the area of composition, the language arts teachers began to use methods which had given other people success along with other new, relatively untried ways of teaching writing. They avoided any grammar terminology as much as possible and made every attempt to keep writing as unscientific as grammar study sometimes makes it.

After a year of the new approaches in the ninth grade classes, which were devoted to composition, a hypothesis was formed.

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[11] S. I. Hayakawa, "Linguistic Science and Teaching Composition," A Guide For Evaluating Student Composition (National Council of Teachers of English, 1965), p.1.

[12] Ibid., p. 2.

It was believed that there would be no significant difference between those students exposed to a formal grammar course and those who were not.

As a result of the de-emphasis of grammar as a formal study, more time was left to be spent on other related areas in the English curriculum. It was believed then that significant increases in other English-related areas would occur as a result of change of emphasis. This became the second hypothesis.

Finally, it was decided that if these two hypotheses would prove to be positive then it would follow that the new composition course is more effective in achieving its goals and helping other English related areas, than the former composition course, which relied heavily on the formal grammar instruction.

V. Procedures Employed in the Study

Since the rhetorical approach was relied on heavily to develop writing skills, and the grammatical approach was almost completely abandoned, there was a need for critical evaluation. Having taught this new method for almost a year, teachers in the English department at Woodridge felt it was indeed time to evaluate the entire new English program, including the composition work.

These teachers decided it would be quite difficult to obtain truly objective results in dealing with such a subjective kind of thing as writing. However, because it was more important that only positive indications show up at that stage in the program (the first year of a three year program), they decided on four methods of evaluation.

Those four methods are as follows: (1) evaluation by outside judges. This method employed the experience and judgment of college professors from various universities. (2) evaluation by those teachers involved in the program, (3) student evaluation, and (4) the Iowa Tests of Educational Development.

The only objective test, therefore, was the Iowa Test, and because it would be more generally accepted, it became the main source of judgment in this study on writing. However, also included in this report are the evaluation sheets given to the students, those people who were most directly involved. Since the other two methods of evaluation would perhaps show prejudice more easily, they were not included in this study.

VI. Presentation and Analysis of Evidence

The Student Inventory

There were two methods of attack used. The first was a student questionnaire covering the entire English program with many questions related to composition. This questionnaire was distributed in each class in both the junior high and high school. Students answered either "yes" or "no" to thirty-seven questions concerning their English studies during the year just completed. Those questions related to the composition area along with some other related questions are included in the Appendix for each high school class, grades nine through twelve.

The results of the questionnaire clearly are positive. Some of the most significant results are contained in the following diagram:

Table I

Significant Questions Related to Compositions
From the Student Inventory

(Statement)	(Positive Results)			
	9th	10th	11th	12th
1) This year's composition work was more interesting than last year's.	94%	81%	91%	43%
2) I learned to write better this year than last year.	85%	72%	75%	52%
3) I learned more about writing this year.	86%	81%	76%	43%
4) I would like to continue studying English as we have this year.	85%	85%	93%	28%

From these five most significant questions in the student inventory some interesting results show through clearly. The ninth, tenth and eleventh grade are quite strong in their feelings for the writing program, as well as the overall English program.

Almost just as strongly voiced, only negatively, are the feelings of the twelfth grades. There are good reasons for the negative results. The most significant one is the fact that the last year's senior class did not take part in the new English program. It was decided that since they had been schooled in the old program for eleven or twelve years previously, changing then might present the class difficulty. By not changing the class also gave the teachers and students a chance to observe if the old system was as stale as it seemed to be.

Upon examination of the student inventory results which include another page and a half of questions not so pertinent to this study, along with the rest of the questions related to the composition course (See Appendix), there were nothing but positive results from the students.

The Iowa Test of Educational Development

The second method of attack or evaluative tool, and probably the more important one, was the Iowa Tests of Educational Development. This test must be considered more important because of its ability to measure growth objectively.

Reliability in a test is also very important; the ITED has a reliability average of .91 out of a possible 1.00.[13] Reliability is that factor which when

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[13]Science Research Associates, ITED: How to Use the Test Results, (Chicago, Illinois, 1963), p. 61.

high will separate the good students from the poorer students according to ability. These tests then are considered highly reliable.

It should be pointed out at this point that the investigator was not looking for tremendous changes in growth according to the Iowa Tests. However, more importantly since the composition approach was totally different from previous years, only normal growth was anticipated. The developers of the ITED point out that two score units may be considered normal growth. Because of possible chance of errors in measurement, it is not necessary to be concerned about pupils who have increased their scores from one to three points during a year's time. However, if there has been less than one point increase or three or more, there is a need for special consideration.[14]

Since the ITED had not been given regularly until this past year to all classes, results were difficult to obtain that were conclusive. However, by a few comparisons of "before and after" some significant results showed.

In order to compare groups of students to observe if positive results were evident, average standard scores were taken of various classes. These average scores were then charted on the ITED Standard Score Profile Chart. Some interesting results of classes exposed to the new program seem to show positive inclinations.

First, a comparison of the class of 1969 and the class of 1970 was made. The scores of both groups when they took the test in ninth grade were averaged and placed on an ITED Chart of Standard Scores (an explanation of the eight different tests on that chart and what they mean are included in the Appendix).

The class of 1969 received instruction in grammar along with other traditional English instruction (from this point on referred to as the "before group").

The class of 1970 was exposed to the new language arts program which included the rhetorical approach to composition instruction (from this point on referred to as the "after group").

The comparison of the two classes shows quite vividly that no significant differences showed between them (Fig. 1.). In Fact, the composite score of tests one through eight were identical for both groups.

This analysis seems to indicate that there is no significant difference between one group exposed to the new English program and one which was not. Also, results indicate that the elimination of grammar has not affected growth significantly (test three comparison).

Test three, labeled "Correctness of Expression" showed a one point drop in the "after group" (class of 1970). However, as pointed out, a change of three standard score points in either direction is necessary for it to be considered significant. It was also pointed out that a one standard score jump either way is considered the "standard error of measurement" and accounts for any variables that may have interferred with the testing situation.[15]

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[14] Ibid., P. 43.

[15] Ibid., p. 61.

Butterfield's comparative study also lends itself to this situation.[16] Using his theory in reverse we might conclude that if no emphasis is given to grammar, a group unexposed to the subject cannot be expected to grow in that subject. Therefore, it may be said that no significant difference resulted.

A related test, (number seven) "Interpretation of Literature," shows a one point jump in the after group over the before group. This may offset the one point loss in the previously mentioned test three. With less time spent on grammar and mechanics, more time was devoted to teaching other important areas including literature interpretation, the ability to read but, more importantly, understand what is read.

A similar comparison between the class of 1968 (the before group) and the class of 1969 (after group) provided very similar results (Fig. 2.). These two groups were tested in the spring of 1966 and 1967. They were tenth graders at the time of the test. The composite score of tests one through eight again was identical. This graph also shows no significant differences in English-related tests.

The final analysis made dealt with one class before it was exposed to the new English program and after it was exposed. Therefore, this can be considered somewhat more reliable than the previous comparisons because the analysis is of the same population.

The class of 1969 was tested in the spring of 1966 when they were ninth graders and had been exposed to a formalized grammar course.

The next year during the spring they were tested again as tenth graders. Now, growth would be expected; but keeping in mind that unusual growth or loss was an increase or decrease in standard score units of three or more, some interesting results developed.

An analysis was made of three parts of the class: the upper, middle, and lower quartiles (25 per cent) of the class of 1969.

Upon examination of the resulting graphs, the most obvious factor that can be observed is the growth in every area in the lower quartile (Fig. 3.). Significant growth (three or more standard score units) appears in test six, "Interpretation of Natural Sciences,"and in test seven, "Interpretation of Literature" (an enormous growth of five units!) and in the overall composite score.

The de-emphasis of grammar certainly did not affect this group, and apparently the resulting available time was used to great advantage in both English and other related areas. The lower-average group showed unusual progress in its ability to read and understand. This seems to provide those students with an ability much more useful than the knowledge of grammar.

The middle quartile showed similar results (Fig. 4.). There was growth in every area but one (Test 2, "Natural Science Background"). There was significant growth in these English related areas: test six, "Interpretation of Natural Sciences," test seven, "Interpretation of Literature" and the overall composite score.

The top quartile showed the same significant positive results in both tests six and seven (Fig. 5.). Their growth in other areas was not so obvious or even there in some cases, but the unusual growth in those previously mentioned areas brings about certain conclusions.

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[16]Braddock, Lloyd-Jones and Lowell Schoer, Research in Written Composition, p. 37.

Class of 1969————
Class of 1970--------

IOWA TESTS OF EDUCATIONAL DEVELOPMENT
Standard Score Profile Chart

Classes of 1969 and 1970	9	2nd	Class of '69 Class of '70 Spring 1966 - Spring 1967
	Grade	Semester	Date(s) tested

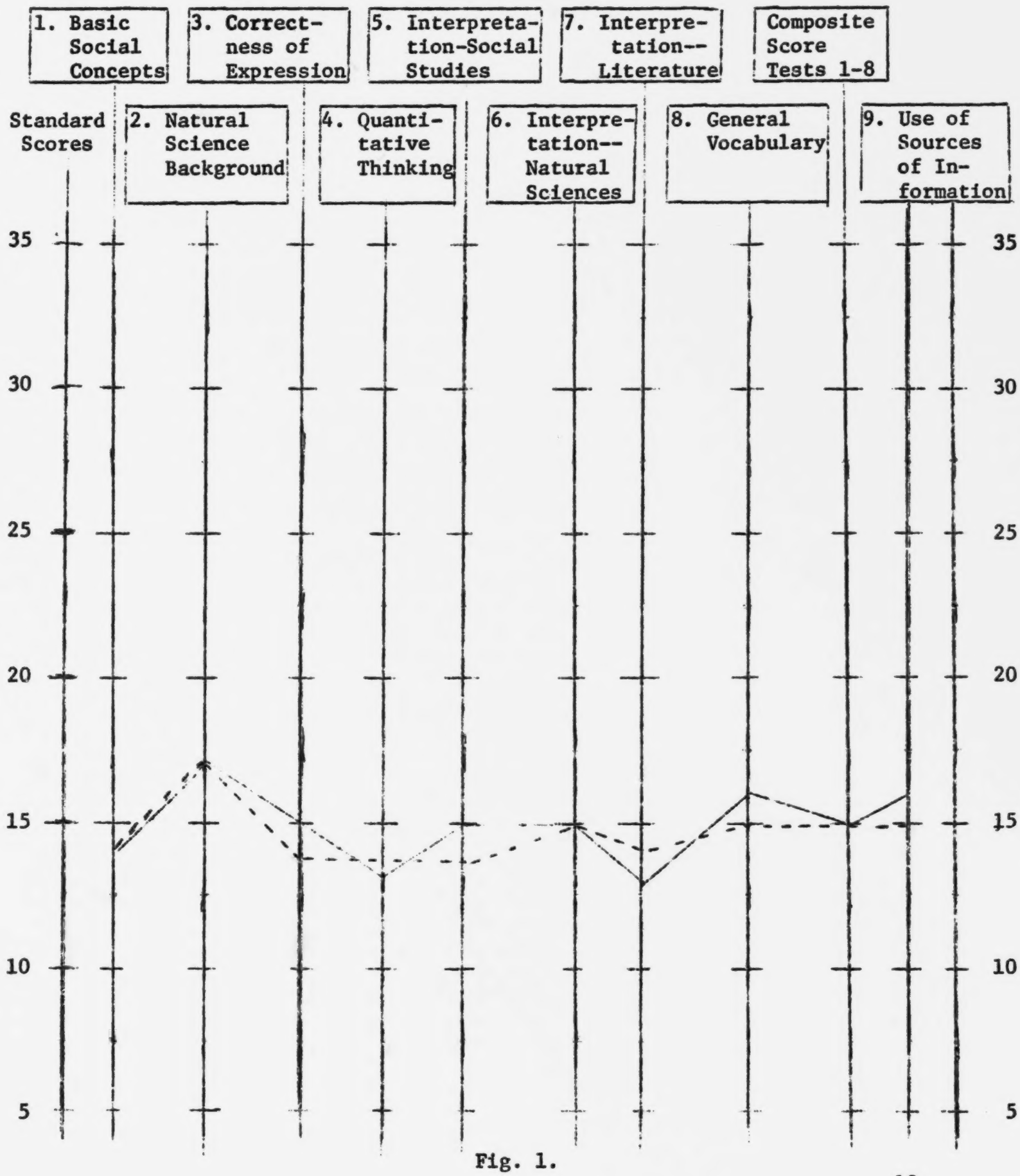

Fig. 1.

Class of 1968————
Class of 1969--------

IOWA TESTS OF EDUCATIONAL DEVELOPMENT
Standard Score Profile Chart

Classes of 1968 and 1969	10	2nd	Class of '68 Class of '69 Spring 1966 - Spring 1967
	Grade	Semester	Date(s) tested

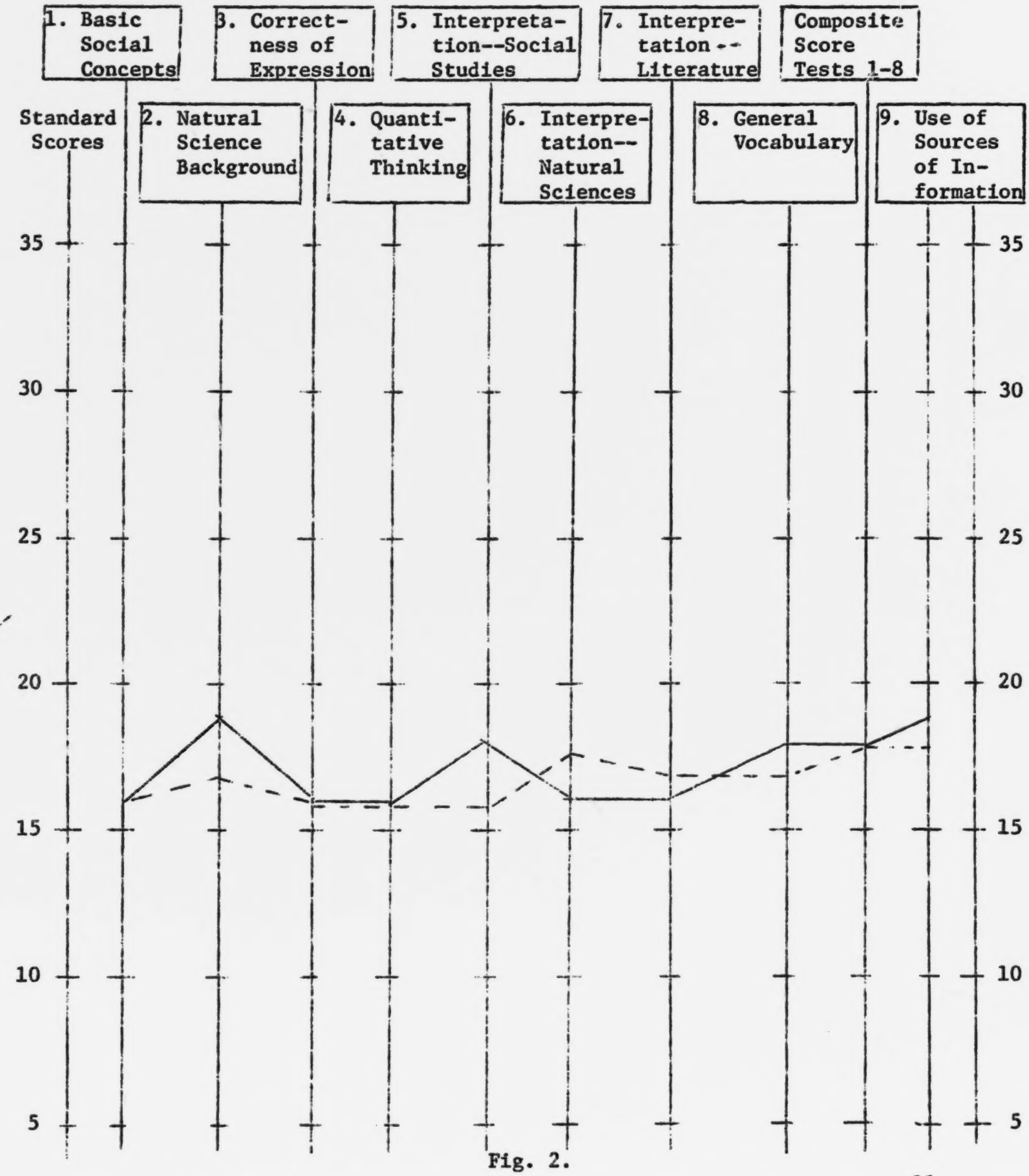

Fig. 2.

Class of 1969 - Lower Quartile
Ninth Grade Results————
Tenth Grade Results- - - - - - - -

IOWA TESTS OF EDUCATIONAL DEVELOPMENT
Standard Score Profile Chart

Class of 1969 - Lower 25% | 9 & 10 Grade | 2nd Semester | Spring 1966 - Spring 1967 Date(s) tested

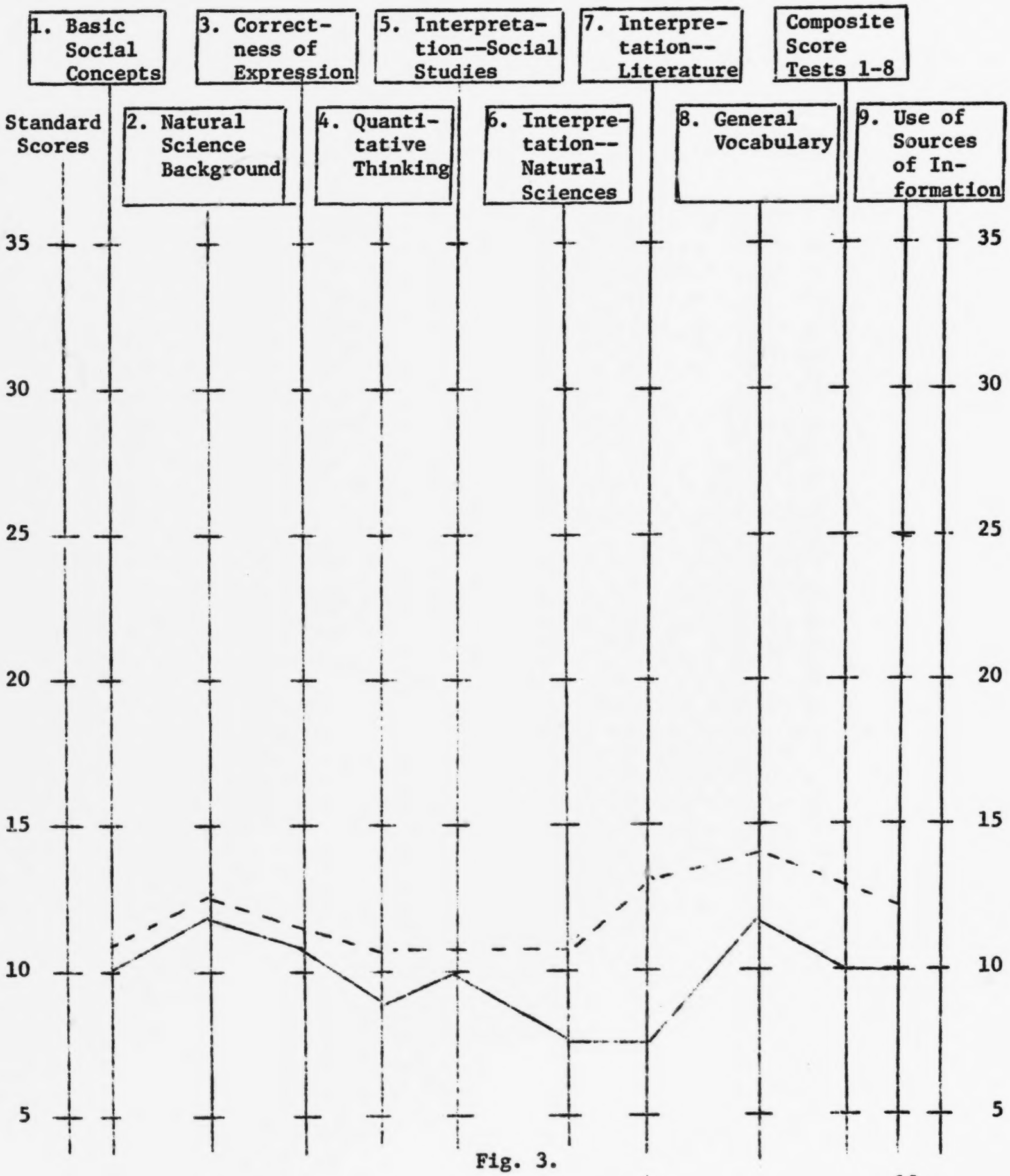

Fig. 3.

Class of 1969 - Middle Quartile
Ninth Grade Results————
Tenth Grade Results--------

IOWA TESTS OF EDUCATIONAL DEVELOPMENT
Standard Score Profile Chart

Class of 1969 - Middle 25% | 9 & 10 Grade | 2nd Semester | Spring 1966 - Spring 1967 Date(s) tested

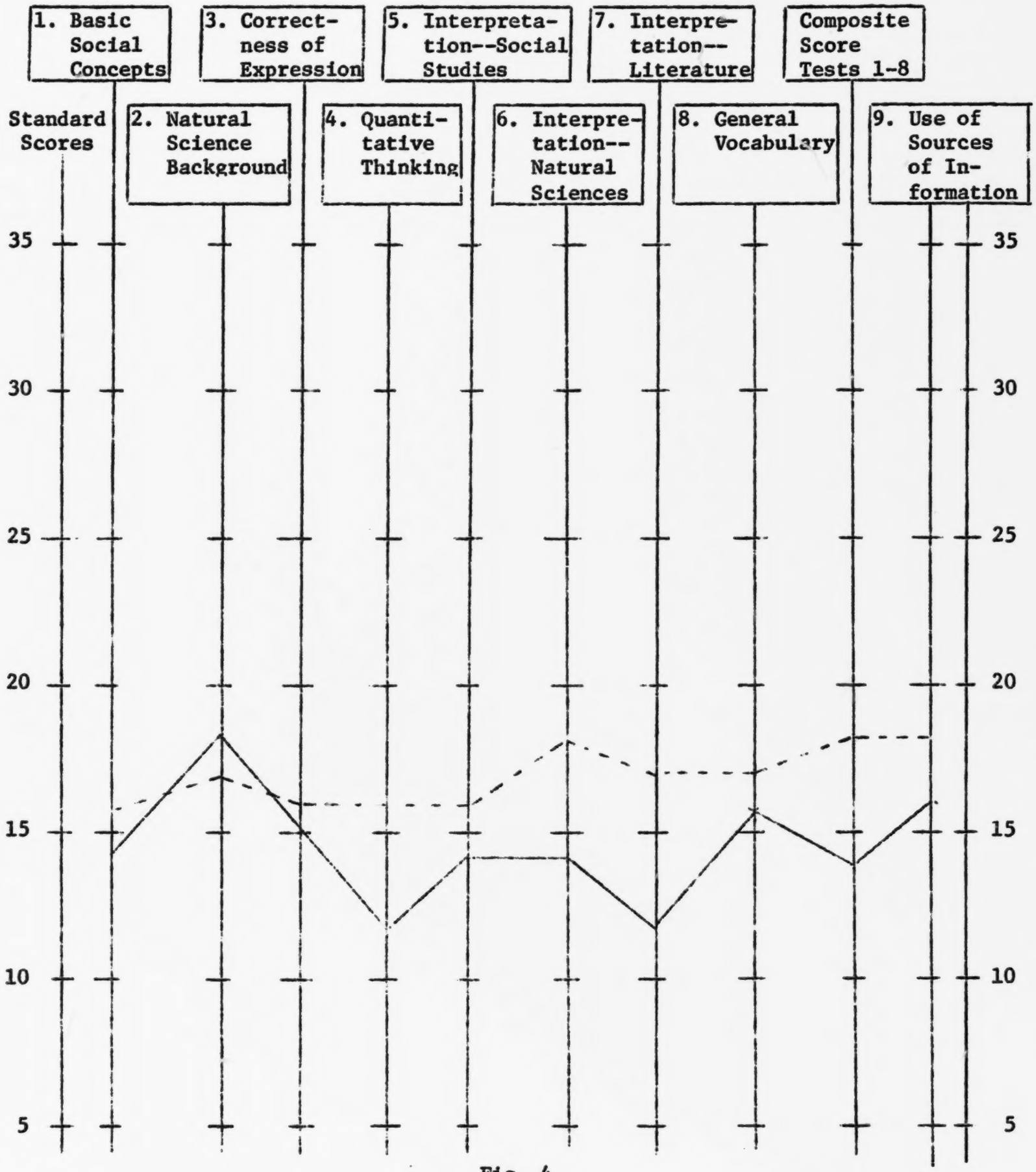

Fig. 4.

Class of 1969 - Upper Quartile
Ninth Grade Results————
Tenth Grade Results- - - - - - - -

IOWA TESTS OF EDUCATIONAL DEVELOPMENT
Standard Score Profile Chart

Class of 1969 - Upper 25%	9 & 10	2nd	Spring 1966 - Spring 1967
	Grade	Semester	Date(s) tested

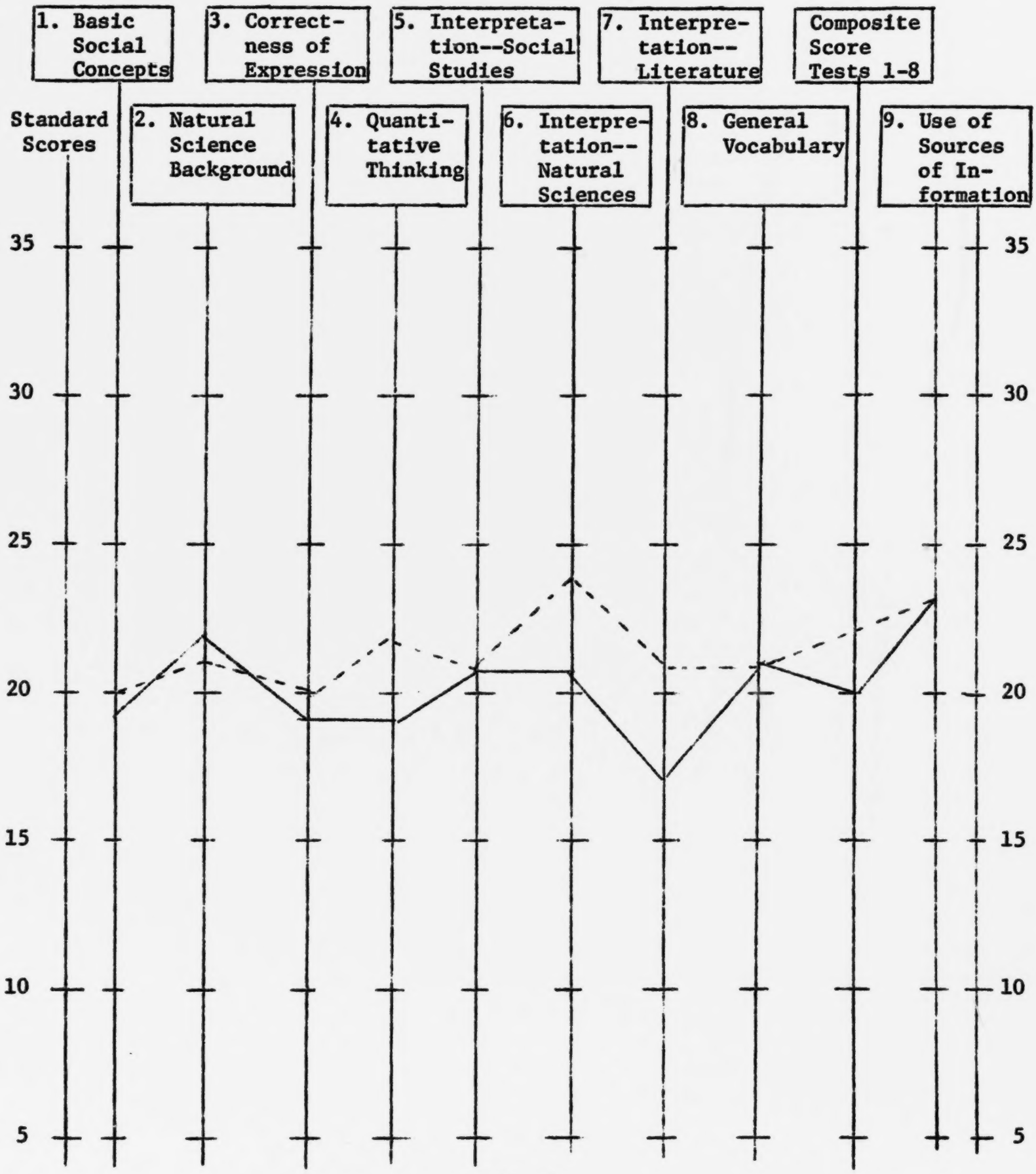

Fig. 5.

VII. Summary and Conclusions

A review of the hypotheses is now necessary:

(1) There will be no significant difference in scores on the Iowa Tests between those students exposed to a formal grammar course and those who were not.

(2) There will be significant increases on the Iowa Tests in other English related areas as a result of the change in emphasis in the curriculum.

(3) The new writing or composition course at Woodridge High School is more effective than the previous composition course.

In reviewing the results of the student inventory and the comparisons of class scores from the Iowa Tests, positive inclinations were apparent. Therefore, the hypotheses are conditionally accepted.

The acceptance is conditional because of the purpose of the study and the procedures employed.

The purpose was only to give the language arts staff an indication of how their new program was achieving in comparison to the previous curriculum.

Secondly, the procedures employed were not experimentally sound in that the two groups compared were different classes except in one case with differences in ability, achievement, etc., quite possible. However, the classes were large enough to balance out differences in the variables, enough to make the study meaningful.

Because the investigator was searching only for some positive indication that the program was at least maintaining student growth as before, the study was a success.

A pleasant surprise was the growth shown in the English-related areas on the Iowa Tests. It was enough to be considered quite significant.

Finally, there is an important point that must be established clearly. This report does not condemn a formal grammar course but only questions its value as it is presented in most school curriculum today. It is usually presented somewhere around fifth or sixth grade and repeated periodically through ninth grade.

A good deal of the philosophy of this study is based upon the theories of the noted cognitive psychologist, Dr. Jean Piaget of the University of Geneva. He has developed a theory of human mental development which seems to lend itself here.[17] Basically, he states that children are not able to handle logical and analytical subjects until about age fifteen. Grammar study is a logical, analytical study and may be difficult to most students simply because they cannot cope with it no matter how hard they try.

The language arts staff at Woodridge High then may still include a course in formal grammar in their curriculum. However it will be presented in the senior year when the majority of the students will be able to handle the subject without so much frustration. More study on this problem will be done before any decision is made.

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[17] Dr. Barbel Inhelder, "Cognitive Development in Relation to Elementary Science Teaching," The 1965-66 Jennings Scholar Lectures, (Cleveland: Educational Research Council of Greater Cleveland, 1966), p. 141.

Grade 9 - 137 students Appendix I

STUDENT INVENTORY, 1967, EVALUATING INTEREST, CHALLENGE, ENRICHMENT AND SELF-IMAGE

(Students are to answer the following questions with a "YES" or "NO".)

STUDENT INTEREST:	YES	NO	%	
1. This year's composition work was more interesting than last year's.	126	11	34	
2. The literature was more interesting than last year's.	88	31	74	
3. The presentation of materials by the teacher was more interesting this year than last year.	118	19	86	
4. The selections read in class were more interesting this year than last year.	86	43	66	
5. The classroom activities in English class, that is, the things actually done in class, were more interesting this year than last year.	111	26	81	
6. I was more interested in English as a subject this year than last year.	105	32	77	
7. English was my most interesting subject, this year.	34	103	25	(71%)*
STUDENT CHALLENGE:	**YES**	**NO**	**%**	
1. I found it difficult to read the English assignments this year.	35	84	70	
2. I found it more challenging to read the English assignments this year.	82	38	67	
3. I would like to continue studying English as we have this year.	104	16	85	
4. I learned to read better this year than last year.	69	51	57	
5. I learned to read more critically this year than last year.	108	12	90	
6. I learned to write better this year than last year.	87	33	72	
7. I learned more about writing this year than last year.	99	21	81	
8. I found it difficult to keep up with the class assignments this year.	21	99	81	
9. Class assignments were just about right this year.	98	22	81	(76%)*

*Percentage of positive answers.

Grade 10 - 120 students

Appendix II

STUDENT INVENTORY, 1967, EVALUATING INTEREST, CHALLENGE, ENRICHMENT AND SELF-IMAGE

(Students are to answer the following questions with a "YES" or "NO".)

STUDENT INTEREST:	YES	NO	%	
1. This year's composition work was more interesting than last year's.	98	22	81	
2. The literature was more interesting than last year's.	106	14	89	
3. The presentation of materials by the teacher was more interesting this year than last year.	101	19	84	
4. The selections read in class were more interesting this year than last year.	108	12	90	
5. The classroom activities in English class, that is, the things actually done in class, were more interesting this year than last year.	81	39	67	
6. I was more interested in English as a subject this year than last year.	92	28	76	
7. English was my most interesting subject, this year.	14	106	12	(71%)*

STUDENT CHALLENGE:	YES	NO	%	
1. I found it difficult to read the English assignments this year.	35	84	70	
2. I found it more challenging to read the English assignments this year.	82	38	67	
3. I would like to continue studying English as we have this year.	104	16	85	
4. I learned to read better this year than last year.	69	51	57	
5. I learned to read more critically this year than last year.	108	12	90	
6. I learned to write better this year than last year.	87	33	72	
7. I learned more about writing this year than last year.	99	21	81	
8. I found it difficult to keep up with the class assignments this year.	21	99	81	
9. Class assignments were just about right this year.	98	22	81	(76%)*

*Percentage of positive answers

Grade 11 - 89 students

Appendix III

STUDENT INVENTORY, 1967, EVALUATING INTEREST, CHALLENGE, ENRICHMENT AND SELF-IMAGE

(Students are to answer the following questions with a "YES" or "NO".)

STUDENT INTEREST:	YES	NO	%	
1. This year's composition work was more interesting than last year's.	81	8	91	
2. The literature was more interesting than last year's.	79	10	89	
3. The presentation of materials by the teacher was more interesting this year than last year.	74	15	83	
4. The selections read in class were more interesting this year than last year.	73	16	83	
5. The classroom activities in English class, that is, the things actually done in class, were more interesting this year than last year.	78	11	89	
6. I was more interested in English as a subject this year than last year.	68	21	76	
7. English was my most interesting subject, this year.	10	79	11	(74%)*

STUDENT CHALLENGE:	YES	NO	%	
1. I found it difficult to read the English assignments this year.	12	77	89	
2. I found it more challenging to read the English assignments this year.	60	29	67	
3. I would like to continue studying English as we have this year.	83	5	93	
4. I learned to read better this year than last year.	-	-	-	
5. I learned to read more critically this year than last year.	78	11	89	
6. I learned to write better this year than last year.	66	22	75	
7. I learned more about writing this year than last year.	68	21	76	
8. I found it difficult to keep up with the class assignments this year.	15	74	83	
9. Class assignments were just about right this year.	73	16	82	(72%)*

*Percentage of positive answers

Grade 12 - 92 students Appendix IV

STUDENT INVENTORY, 1967, EVALUATING INTEREST, CHALLENGE, ENRICHMENT AND SELF-IMAGE

(Students are to answer the following questions with a "YES" or "NO".)

STUDENT INTEREST:	YES	NO	%	
1. This year's composition work was more interesting than last year's.	40	48	43	
2. The literature was more interesting than last year's.	52	37	56	
3. The presentation of materials by the teacher was more interesting this year than last year.	31	58	33	
4. The selections read in class were more interesting this year than last year.	48	43	52	
5. The classroom activities in English class, that is, the things actually done in class, were more interesting this year than last year.	50	41	54	
6. I was more interested in English as a subject this year than last year.	35	56	38	
7. English was my most interesting subject, this year.	12	79	13	(41%)*
STUDENT CHALLENGE:	**YES**	**NO**	**%**	
1. I found it difficult to read the English assignments this year.	22	68	73	
2. I found it more challenging to read the English assignments this year.	40	51	43	
3. I would like to continue studying English as we have this year.	26	50	28	
4. I learned to read better this year than last year.	36	55	39	
5. I learned to read more critically this year than last year.	52	40	56	
6. I learned to write better this year than last year.	48	43	52	
7. I learned more about writing this year than last year.	40	51	43	
8. I found it difficult to keep up with the class assignments this year.	9	82	89	
9. Class assignments were just about right this year.	61	30	65	(54%)*

*Percentage of positive answers

Appendix VI

Abstract

A. Title: Boston-Northampton Comprehensive Language Arts Program.

D Description: This language arts proposal is organized to utilize the subject matter components--rhetoric, literary criticism, and linguistics--and the latest methods on individualized instruction and facility use to present the best possible language arts program in a district of less than 4000 students.

B. Without the innovative practices of this proposal, small districts such as Boston-Northampton cannot offer depth of subject matter, individualized instruction, or variety of course choice.

C. This proposal is innovative in that it utilizes all available resources in subject matter, materials, methods, facilities, and curriculum structure to provide a comprehensive and continuous language arts program for a small district.

This proposal is exemplary in that it will reflect language arts innovative practices to 679 small districts in Ohio where 40% of all Ohio children are educated.

D. Language Arts in the district lack the innovations of the proposal: comprehensive and integrated curriculum, team teaching, large and small group instruction, individualized instruction, and individual course choice.

E. The project's objectives are:

1. To develop an integrated and comprehensive language arts program, kindergarten to twelve, with three components: rhetoric, literary criticism, and linguistics.

2. To utilize all available curriculum structures to provide individualized instruction and variety of course selection.

Results will be evaluated by standardized testing, inventories, and professional evaluations.

F. Innovative curriculum structures will be instituted to develop a comprehensive curriculum, materials will be developed by the teaching staff utilizing the latest research in language arts, a staff of consultants will be utilized in institutes to inform the staff, a resource library will be established. New structures and programs, workshops and study groups will be attended or visited. All materials will be disseminated; and the program open to visitors. The personnel include a director, fifteen teachers, six consultants, three non-professional staff members, an experience-enrichment coordinator and two evaluators.

G. $134,561.00.

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